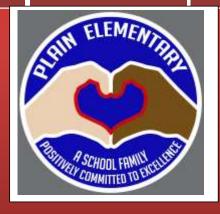2018-2023

Plain Elementary School School Renewal Plan

[2018-19]

Plain Elementary School
Debbie Mihalic, Principal
506 Neely Ferry Road
Simpsonville, SC 29680
(864) 355- 7700
Greenville County Schools
Superintendent:
Dr. W. Burke Royster

[506 Neely Ferry Road, Simpsonville, SC]

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Plain Elementary*

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 *(one year)*

Required Signature Page
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	8/15/2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Debbie Mihalic	*Debbie Mihalic*	8/17/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*(signature)*	8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Melanie Callahan	*M Callahan*	8/17/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Samantha Tate	*Samantha Tate*	8/17/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 506 Neely Ferry Rd, Simpsonville, SC 29680

SCHOOL TELEPHONE: (864) 355-7700

PRINCIPAL E-MAIL ADDRESS: dmihalic@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN
(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	*NAME*

1. PRINCIPAL   Debbie Mihalic

2. TEACHER   Katie Inclan

3. PARENT/GUARDIAN   Kristen Chambers

4. COMMUNITY MEMBER   Justin Chandler

5. SCHOOL IMPROVEMENT COUNCIL   Melanie Callahan

6. Read to Succeed Reading Coach   Samantha Tate

7. School Read to Succeed Literacy Leadership Team Lead   SamanthaTate

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
    ** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	*NAME*
Parent/Volunteer	Joelle Teachey
Pastor/ Volunteer	Kerri McDonagal
Instructional Coach	Amanda Haynes
Guidance Counselor	Shea Mayfield
Parent/Volunteer	Jamie Noland
Parent/ Volunteer	Melanie Callahan

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

N/A **Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**
The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

X **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

__X___ **Developmental Screening**
The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

__X___ **Half-Day Child Development**
The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

__X___ **Developmentally Appropriate Curriculum for PreK–3**
The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

__X___ **Parenting and Family Literacy**
The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

__X___ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__X___ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

Introduction

Plain Elementary School Portfolio

The vision of Plain Elementary is "A School Family- Positively Committed to Excellence." The Plain Elementary portfolio documents our plan through the continuous improvement process. The portfolio provides our school community with an ongoing method for self-evaluation, communication, and accountability.

The school continues to demonstrate gains on the South Carolina Report Card. According to the most recent School Report Card, Plain Elementary scored above both the state and district averages in all areas. Plain received the Palmetto Gold Award in 2012-2013 and 2013-2014 for general performance. For the school year 2015-2016, Plain Elementary was award the Palmetto Gold Award for general performance and a Palmetto Silver Award for Closing the Gap. Plain Elementary's State Rating History has been excellent for at least 3 consecutive years.

In the spring of 2018, Plain Elementary, under the direction of the district office for Greenville County Schools and Mrs. Mihalic, Principal, initiated the renewal and development of a strategic education plan for the five-year period 2018-2023. A collaboration of stakeholders, which included teachers, staff, PTA, SIC, parents, and students, were involved in the strategic planning for school improvement and for the self- assessment as a part of the national accreditation process. Plain Elementary has a strong Parent-Teacher Association and a very involved School Improvement Council that supports the goals for our school. These teams work to provide the administration and faculty with the support necessary to achieve positive academic performance for our students. In order to summarize the philosophy of our school culture, our school adopted a quote from Walt Disney. This quote is prominently display in our front hallway and reads, *"Whatever we accomplish belongs to our entire group, a tribute to our combined effort."*

Planning and analysis of our goals at Plain Elementary is conducted by our instructional team, leadership team, and vertical planning teams that include all teachers. These teams and committees analyze data from standardized tests such as SC READY, SC PASS for Social Studies and Science, MasteryConnect, ITBS, CogAt, and the classroom common assessments to direct the initiatives and programs that Plain Elementary utilizes to improve and enhance instruction. Collectively, these committees support the learning environment of our school and develop strategies to support student achievement.

Instructional Team: Responsibilities include meeting weekly to discuss student achievement, curriculum and instruction, and personnel/school updates.

Deborah Mihalic- Principal	Shea Mayfield- Counselor
Cyndi Williams- Assistant Principal	Caelin Stambaugh- Counselor
Randy Jenkins – Administrative Assistant	
Amanda Haynes- Instructional Coach	

Leadership Team: Responsibilities include meeting monthly as a whole group and weekly with the grade level teams to discuss instructional planning, school goals, academic performance, and any school related topics.
Deborah Mihalic- Principal
Cyndi Williams- Assistant Principal
Randy Jenkins – Administrative Assistant
Amanda Haynes- Instructional Coach
Lauren Blanton- Kindergarten
Chris O'Connell- First Grade
Katie Inclan- Second Grade
Patricia Cleghorn- Third Grade
Dareth Kovaleski- Fourth Grade
Katie Gianniny- Fifth Grade
Nancy Meece- Special Education
Angela Kay- Media Specialist
Shea Mayfield – Guidance Counselor
Emily Miller – Related Arts
Sharon Waynick – Special Education

Vision Planning Leaders: Responsibilities include meeting monthly to implement goals and strategies in the areas of mathematics, language arts, science, social studies, and student activities as well as vertically discuss best practices at each grade level for student achievement.
Brian Luzadder and Angie McCurley- Mathematics Facilitator
Michelle Chapman and Lauren Blanton- English Language Arts Facilitator
Laura Rewis and Riley Morgan- Science Facilitator
Jenny Neideigh and Kristin Adams- Social Studies Facilitator

PTA Board Members: Responsibilities include collaborating with the school staff, parents, and community to support the mission, vision, and goals of Plain Elementary.
Debbie Nelson, President
Jamie Noland and Ashli Vanderford, Vice President
Melissa Julian, Secretary
Heather Barajas, Treasurer
Deborah Mihalic, Principal
Shawn McCain, Assistant Principal
Patricia Cleghorn, Teacher of the Year

School Improvement Council: Responsibilities include meeting monthly to discuss goals for student achievement and serving as an advisory board for the school.

Melanie Callahan- SIC Chairman	Patricia Cleghorn
Jeff Michenfielder – Secretary	Shea Mayfield

Jason Chandler

Debbie Mihalic
Shawn McCain
Jamie Noland

The school portfolio documents how these groups work together to develop a quality school program to prepare our students to become lifelong learners and responsible productive citizens by creating meaningful learning experiences in a safe, nurturing environment.

<div align="center">**Executive Summary**</div>

<div align="center">Plain Elementary School Portfolio</div>

Student Needs

The results of student assessment data indicate that our greatest challenges are:
- Primarily our special education population
  - On SC READY ELA 75% of student with IEPs did not meet expectations
  - On SC READY Math 65% of student with IEPs did not meet expectations
- Secondly our African America population
  - On SC READY ELA overall 59% of African-American students did not meet expectations
  - On SC READY Math overall 60% of African-American students did not meet expectations

To meet the needs of these students, Plain Elementary has implemented:
- Early Morning Risers Tutoring in math and ELA
- Inclusive Programing practices to assist special education students in the general education environment
- Differentiate small group instruction
- Mentoring groups for students identified as at risk
- One to One Tutoring
- Targeted small groups work on executive functioning skills through the guidance department.

Teacher Quality

The results of teaching and administrator quality show that at Plain Elementary
- 100% of teachers are highly qualified
- 53.8% of teachers have advanced degrees
- 96.2% of teachers are on continuing contract
- 89.6% of teachers are returning from the previous year
- Teachers attended vertical team meetings to analyze data and implement school wide best practices to improve student learning
- Teachers attend monthly faculty meetings
- Teachers attend monthly professional development sessions
- Teachers participate in optional technology training
- Teacher leaders conduct optional, high interest professional development offerings

School Climate

Teacher, student, and parent satisfaction of the school climate in the areas of learning environment, home-school relations, and social and physical environment show:
- 48 teacher, 144 student, and 71 parent surveys were returned
- 100% teachers, 95.8% students, and 98.6% parents were satisfied with the learning environment
- 100% teachers, 86.5% students, and 91.6% parents were satisfied with the social and physical environment

- 100% teachers, 89.2% students, and 94.3% parents were satisfied with the home-school relations

Significant Challenges

- Transient student population
- Increase of single parent homes & children being raised by grandparents
- Lack of parental support with holding children accountable

Accomplishments

- Plain Elementary has also been awarded the Safe Schools of the Upstate Award for the past five years
- Increase in standardized test scores
- Out performing schools like ours in all areas on SC READY
- Decrease in students being identified as learning disabled
- Decrease in students needing RTI/LLI in K5 – 2nd grade due to early interventions
- National PTA School of Excellence 2017-2019

Plain Elementary School Portfolio

Plain Elementary School, a public school located on 18.9 acres in southern Greenville County, serves 926 students in kindergarten through grade five. The school was originally built in 1982. Plain Elementary underwent an extensive renovation and expansion project to accommodate 1,000 students that was completed in 2006.   The facility includes a computer and science lab, two art and two music rooms, multi-purpose room/gymnasium, an atrium with stage, video lab, Panda Path nature trail with an outdoor classroom, and a Grow Healthy Kids organic garden.

Plain Elementary has 66 certified staff members. 53.8 of them have advanced degrees and 4 are National Board Certified. Our staff attendance rate is 91.9%.

The ethnic composition is 69% Caucasian, 15% African American, and 7% Hispanic. The remaining 9 % of the student population is Alaskan Native, Native Hawaiian, Asian, or multi-racial. The population is comprised of students with a variety of home languages including English, Spanish, and Arabic. The school currently has 35% of students receiving free or reduced meals. Plain Elementary has 12% of students receiving gifted/talented services, 15% of the total school enrollment receives Special Education services. Our student attendance rate is 96%. 1.6% of our students are retained.

Major Academic and Behavioral Features

- Balanced Literacy
- Response to Intervention/Leveled Literacy Interventions
- Inclusive Practices in all grades
- Author's Tea
- Early Morning Risers
- Chorus/Drama/Art Clubs
- Book Buddies
- Career Day
- Character Education Program (*7 Habits of Healthy Kids*)
- Peer Tutoring
- Parent volunteer tutors
- First in Math
- Accelerated Reader
- Student Leadership
- Student mentoring program
- Virtual Field Trip Classroom
- Morning News Show (WPES)

<u>**Mission, Vision and Belief Statements**</u>

<u>**Mission Statement:**</u>

The Mission of Plain Elementary School is to prepare students to become 21st Century learners and responsible, productive citizens in the global marketplace.

<u>**Vision & Identity Statement**</u>

"A School Family - Positively Committed to Excellence!

<u>**BELIEF STATEMENTS: We believe**</u>

- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.

Data Analysis and Needs Assessment

SC READY

The South Carolina College-and Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that will meet all of the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance.

All students in grades 3–8 are required to take the SC READY except those students with significant cognitive disabilities who qualify for the South Carolina National Center and State Collaborative (SC-NCSC) alternate assessment.

SC READY ELA

ELA	Grade 3					Grade 4					Grade 5				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Does Not Meet	7.7%					10.1%					18.4%				
Approaches	26.1%					30.4%					25.9%				
Meets	38.7%					39.2%					39.5%				
Exceeds	27.5%					20.3%					16.3%				

Percent Meets or Exceeds in ELA	
2021	
2020	
2019	
2018	
2017	60%

SC READY Math

Math	Grade 3					Grade 4					Grade 5				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Does Not Meet	6.3%					17.6%					14.3%				
Approaches	17.6%					22.3%					25.2%				
Meets	35.2%					33.8%					28.6%				
Exceeds	40.8%					26.4%					31.3%				

Percent Scoring Meets or Exceeds in Math	
2021	
2020	
2019	
2018	
2017	65%

SC READY Highlights 2016-2017

- Plain Elementary School students scored above the Greenville County averages in English Language Arts and Mathematics.

- In the area of English Language Arts, Plain Elementary had 60% of students meeting or exceeding standards compared to the District average of 49% of students meeting or exceeding standards.

- In the area of mathematics, Plain Elementary had 65% of students meeting or exceeding standards compared to the district average of 54% of students meeting or exceeding standards.

- Our Early Morning Risers program has been successful in assisting students that scored *Approaches* on SC READY to improve their scores and in a larger percentage move students out of this category. The program utilizes two computer programs, Compass Learning and First and In Math, to assist students with areas of weakness.

Palmetto Assessment of State Standards (PASS)

Palmetto Assessment of State Standards (PASS) is given to elementary students in grades 4, and 5 in the content areas Science for 4th grade and Social Studies for 5th grade. The criterion-referenced tests measure student performance against established state curriculum standards.

PASS Science

SCIENCE	Grade 4				
Performance Level	2017	2018	2019	2020	2021
Not Met	16.1%				
Approaches	34.2%				
Met	30.9%				
Exemplary	18.1%				

Percent Scoring Met/Exemplary in Science	
2021	
2020	
2019	
2018	
2017	49%

PASS Social Studies

SOCIAL STUDIES	Grade 5				
Performance Level	2017	2018	2019	2020	2021
Not Met	15%				
Met	35%				
Exemplary	50%				

Percent Scoring Met/Exemplary in Social Studies	
2021	
2020	
2019	
2018	
2017	85%

PASS 2016-2017 Highlights

- Plain Elementary School students scored above the Greenville County averages in Science and Social Studies.

- In the area of Social Studies, Plain Elementary has maintained a percentage of 85% of students meeting criteria for four consecutive years. Of the 85%, 50% scored exemplary

- In the area of Science, Plain Elementary has maintained approximately 50% met or exemplary

Needs Assessment

- Meeting the needs of students identified as living in Poverty.

- Closing the achievement gap with our students on subsidized meals, disabled students, and African American students.

- Meeting the needs of our high-achieving students in Reading with increased rigor school-wide and differentiated literacy groups in all classrooms.

- Decreasing teacher-pupil ratios to provide the time needed to address individual students learning needs.

- Training related to Balanced-Literacy program so there is comprehensive understanding of how to implement all three components of the Balanced Literacy Program in Reading, Writing, and Language and Word Study.

- Consistently implementing Everyday Calendar Counts Math program. Implementation and consistency varies by grade level and should be implemented fully.

- Expanding reciprocal business partnerships should be considered with new and existing businesses.

- Increased percentage of students with varying degrees of autism and the training needed for the teachers to be able to manage these types of students in a regular education classroom.

- On-going staff training to address the needs of special education students. Inclusive practices are now being utilized school-wide.

- Implementing the South Carolina College and Career Readiness Standards and preparing assessments to correlate with both the curriculum and SC READY.

Professional Development 2017-2018			
In-service Title	**Date**	**Time**	**Location**
Shared Literacy in the primary classroom Using Google Drive, Docs, and Slides	September 2017		Atrium
Interactive Read aloud (primary) Continuing to use Google Apps for Education	October 2017		IC Room
Using engagement inventories to know your readers Answer Garden and 321	November 2017		IC Room
Conferencing with students Using Discovery Education	January 2018		Library
Whole Group Reading Strategies in the primary classroom Jigsaw Groups with Discovery Education	February 2018		Library
How to use data collected in the reading conferences Collaborative use of Discovery Education and Google Classroom	March 2018		Library

Surveys and Questionnaires

School Report Card Survey

The SC State School Report Card contains a teacher, parent, and student survey. The survey contains three key questions which allow schools to compare the opinions of all three stakeholders: students, teachers and parents. These three categories for comparison are:

- **Satisfaction with Learning Environment**
- **Satisfaction with Social and Physical Environment**
- **Satisfaction with School- Home Relations**

A comparison of the scores indicates that students, teachers, and parents believe that Plain Elementary provides a high quality instructional program with an emphasis on differentiated strategies to help all students learn. Students, teachers, and parents rated the quality of the instructional program at 93.8% or higher. All three stakeholders believe that the school provides numerous ways to support student learning including: Early Morning Risers, computer applications that can be utilized at school and at home, and early identification of struggling readers through the Response to Intervention (RTI) program. All three groups believe that Plain Elementary provides a climate and environment that is conducive to learning and allows students to learn at their own individual rate while providing assistance and support. However, parents differ from teachers in their opinion of the level of involvement of parents with the school's events and activities. Parents feel that they would like to become more involved with the school, but list their work schedule as a major factor in being able to participate in activities provided during the school day.

Parent Survey Results:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	98.6.0% Agree & Strongly Agree
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	91.6.0% Agree & Strongly Agree
I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	94.3% Agree & Strongly Agree

Student Survey Results:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	95.8.0% Agree & Mostly Agree
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	86.5% Agree &

	Mostly Agree
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	89.2% Agree & Mostly Agree

Teacher Survey Results:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	100% Agree & Mostly Agree
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	100% Agree & Mostly Agree
I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	100% Agree & Mostly Agree

Action Plan

Goal Area 1: Student Success

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other	

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 62% in 2016-17 to 65% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 0.5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **62** (2016-17)	**School Projected Elementary**	**62.5**	**63**	**63.5**	**64**	**64.5**	**65**
		School Actual Elementary						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49** (2016-17)	**District Projected Elementary**		**52**	**55**	**58**	**61**	**64**
		District Actual Elementary						

ACTION PLAN FOR GOAL AREA 1 – PERFORMANCE GOAL 1:	EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level in the area of language and reading	2018-2023	Instructional Coach Reading Coach Data Team Leaders Faculty council			MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into school curriculum.	2018-2023	Guidance Counselors Faculty Council			School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	District Professional development team Instructional Coach Reading Coach			Teacher's reports of attended professional development opportunities

ACTION PLAN FOR GOAL AREA 1 – PERFORMANCE GOAL 1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Continue to utilize balanced literacy instruction schools wide	2018-2023	Instructional Coach Reading Coach Leadership All Teachers	None	None	Lesson plans Classroom observation PD Record Coaching Cycles
5. Students scoring *Approaches* on SC READY ELA will be offered remediation through a before school program in ELA.	2018-2023	Instructional Coach Reading Coach Certified Teachers	None	None	SC READY results Program attendance
6. Teachers will use a variety of resources to provide practice and assessment of student performance on a quarterly basis: reading benchmarks, running records, F&P benchmark assessment, common assessments, and MasteryConnect	2018-2023	Instructional Coach Reading Coach All Teachers	None	None	Lesson plans Performance data Progress reports Benchmark records SC READY scores MasteryConnect data FastBridge data

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐
School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District
Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic
☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and
Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds
Expectations on SC READY Math will increase from 68% in 2016-17 to 71% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and
Exceeds Expectations on SC READY Math will increase by 0.5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **68** (2016-17)	**School Projected Elementary**	**68.5**	**69**	**69.5**	**70**	**70.5**	**71**
		School Actual Elementary						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary**		**57**	**60**	**63**	**66**	**69**
		District Actual Elementary						

ACTION PLAN FOR GOAL AREA 1 – PERFORMANCE GOAL 2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

ACTION PLAN FOR GOAL AREA 1 – PERFORMANCE GOAL 2:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
7. Effectively use formative assessments to inform instruction at a rigorous level in the area of math	2018-2023	Instructional Coach Data Team Leaders Faculty council			MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
8. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into school curriculum.	2018-2023	Guidance Counselors Faculty Council			School surveys and observations
9. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	District Professional development team Instructional Coach			Teacher's reports of attended professional development opportunities
First in Math, a web based program that can be utilized at both school and home will be used to strengthen math skills and extend learning.	2018-2023	Teachers	$6500	Local	FIM stickers, team points, student, class, and school ranking

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐
School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District
Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic
☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and
Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds
Expectations on SCPASS Science will meet or exceed the state and federal accountability standard
annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and
Exceeds Expectations on SCPASS Science will increase by _____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

ACTION PLAN FOR GOAL AREA 1 PERFORMANCE GOAL 3:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

ACTION PLAN FOR GOAL AREA 1 PERFORMANCE GOAL 3:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
10. Effectively use formative assessments to inform instruction at a rigorous level in the areas of science	2018-2023	Instructional Coach Data Team Leaders Faculty council			MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
11. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into school curriculum.	2018-2023	Guidance Counselors Faculty Council			School surveys and observations
12. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	District Professional development team Instructional Coach			Teacher's reports of attended professional development opportunities

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐
School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District
Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic

☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by _____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

ACTION PLAN FOR GOAL AREA 1 PERFORMANCE GOAL 4:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
13. Effectively use formative assessments to inform instruction at a rigorous level in the areas of social studies	2018-2023	Instructional Coach Data Team Leaders Faculty council			MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
14. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into school curriculum.	2018-2023	Guidance Counselors Faculty Council			School surveys and observations
15. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	District Professional development team Instructional Coach			Teacher's reports of attended professional development opportunities

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **52** (2016-17)	**School Projected Hispanic**	**53**	**54**	**55**	**56**	**57**	**58**
		School Actual Hispanic						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **41** (2016-17)	**School Projected AA**	**42.6**	**44.2**	**45.8**	**47.4**	**49**	**50.6**
		School Actual AA						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **25** (2016-17)	**School Projected SWD**	**27.5**	**30**	**32.5**	**35**	**37.5**	**40**

		School Actual SWD						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **23** (2016-17)	**School Projected LEP**	**25.6**	**28.2**	**30.8**	**33.4**	**36**	**38.6**
		School Actual LEP						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations ‾‾ (2017-18)	**School Projected SIP**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual SIP	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **58** (2016-17)	**School Projected Hispanic**	**58.7**	**59.4**	**60.1**	**60.8**	**61.5**	**62.2**
		School Actual Hispanic						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **40** (2016-17)	**School Projected AA**	**41.7**	**43.4**	**45.1**	**46.8**	**48.5**	**50.2**
		School Actual AA						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **35** (2016-17)	**School Projected SWD**	**37**	**39**	**41**	**43**	**45**	**47**

		School Actual SWD						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **33** (2016-17)	**School Projected LEP**	**35**	**37**	**39**	**41**	**43**	**45**
		School Actual LEP						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2017-18)	**School Projected SIP**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual SIP	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**School Projected Hispanic**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Hispanic	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**School Projected AA**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual AA	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**School Projected SWD**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

		School Actual SWD	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**School Projected LEP**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual LEP	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**School Projected SIP**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual SIP	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**School Projected Hispanic**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Hispanic	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**School Projected AA**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual AA	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**School Projected SWD**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

		School Actual SWD	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**School Projected LEP**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual LEP	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**School Projected SIP**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual SIP	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

ACTION PLAN FOR GOAL AREA 1 PERFORMANCE GOAL 5:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Integrate literature with multi-cultural characters and highlight significant cultural differences, in literature across the curriculum	2018-2023	Teachers Reading Coach Instructional Coach	None	None	Lesson plans Classroom observations Student writing
2. Include students with disabilities in the general education environment as appropriate	2018-2023	Teachers	None	None	Student records Classroom observations
3. Feature and highlight books in the	2018-2023	Librarian	None	None	Observation

ACTION PLAN FOR GOAL AREA 1 PERFORMANCE GOAL 5:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
media center with characters from a variety of cultural backgrounds.		Teachers			Book usage reports

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	**TBD**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Fastbridge	**TBD**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
MAP	**TBD**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					

Fountas and Pinnell	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
Fastbridge	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
MAP	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR GOAL AREA 1 PERFORMANCE GOAL 6:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Implementation of a professional learning plan to support teachers in building capacity for consistent implementation of all the GCS Balanced Literacy Framework. components	2018-2023	Instructional Coach Reading Coach Literacy Team Leadership	None	None	Professional Development record

ACTION PLAN FOR GOAL AREA 1 PERFORMANCE GOAL 6:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Implement Balanced Literacy with fidelity across all grade levels.	2018-2023	Instructional Coach Reading Coach Literacy Team Leadership	None	None	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Instructional Coach Reading Coach Literacy Team Leadership	None	None	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments

Goal Area 2: Premier Workforce

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	% of diverse teachers 2017-18	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR GOAL AREA 2 PERFORMANCE GOAL 1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Identify locations where there is limited or no diversity.	2018-2023	Exec. Dir. HR	$0	NA	Ongoing focus
2. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	Dir. of Prof. Employment	$0	NA	Plans in place for schools
3. Identify for schools quality candidates	2018-2023	HR Recruiters	$0	NA	Ongoing identification of

ACTION PLAN FOR GOAL AREA 2 PERFORMANCE GOAL 1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
who are diverse.					candidates

Goal Area 3: Caring Culture and Environment

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	95.7	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students						
	100	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers						
	94.3	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents						
SDE School Report Card Survey	**91**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students						
	94	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers						
	88	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents						

ACTION PLAN FOR GOAL AREA 3 PERFORMANCE GOAL 1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Develop and implement school safety and crisis management plans.	2018-2023	Faculty and staff Parent and Community volunteers	$200	Extended Day Funds PTA	Crisis Drill critique sheets Yearly inspections

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority
Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 2 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	**87**	**School Projected**					
		School Actual					
AdvancED Culture & Climate Surveys	**89**	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual					

ACTION PLAN FOR GOAL AREA 3 PERFORMANCE GOAL 2:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

ACTION PLAN FOR GOAL AREA 3 PERFORMANCE GOAL 2:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Maintain open lines of communication between home and school.	2018-2023	Faculty and staff PTA		Extended Day funds PTA	PTA attendance Communication logs Websites Signed weekly reports School Report Card
2. Send positive communication to all parents within the first 20 days of school	2018-2023	Teachers	$10	Local	Teacher records

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority
Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 3 Achieve and maintain a student attendance rate of 95% or higher.
INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-2017) **96.2**	**School Projected**	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		School Actual						
	(2016-17) **95**	**District Projected**	95	95	95	95	95	95
		District Actual						

ACTION PLAN FOR GOAL AREA 3 PERFORMANCE GOAL 3:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

ACTION PLAN FOR GOAL AREA 3 PERFORMANCE GOAL 3:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Perfect attendance announcements on morning show	2018-2023	Leadership	None	None	Morning Show records
2. Award for perfect attendance at end of year	2018-2023	Leadership Attendance Clerk Teachers	None	None	Attendance records
3. Increase parent involvement in attendance	2018-2023	Attendance Clerk Leadership	None	None	Attendance Records

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic
☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid 4 % Lonely 11 % Angry 6 %	**School Projected**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
		School Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤**
		District Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR GOAL AREA 3 PERFORMANCE GOAL 4:	**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide guidance lessons on Stephen Covey's 7 Habits of Highly Effective People	2018-2023	Guidance counselors Teachers Instructional coach	$200	State Education Funds and PTA	Guidance Lesson Plans Displays in hallways and classrooms School-wide initiative mention daily on the Morning Show
2. Positive Panda Referrals and Golden Tickets to highlight student's positive behaviors	2018-2023	All staff	$100	Local	Morning Show Golden Ticket Lunch Number of positive referrals
3. Professional development on increasing mindfulness in the classroom	2018-2023	Instructional Coach Leadership	None	None	Professional development record

Important Website Links

State Department Website Link
www.ed.sc.gov

School Report Card Link
http://www.ed.sc.gov/data/report-cards/

Federal Accountability Rating System
http://www.ed.sc.gov/data/esea/